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ABSTRACT

This resource guide for the marketing education teacher provides a competency listing, expected student learning outcomes, and cross-referenced instructional materials by competencies for supervisory management. The first section discusses 1991 revisions to the Missouri marketing education core curriculum for supervisory management. The processes of revalidation of core competencies and revisions in the core curriculum are outlined. A competency listing divides the competencies into these areas: functions of management, study of management, planning, decision making, controlling, organizing, directing, communications, motivation, leadership, government regulation, and information systems and management. Next, a section on competency-based marketing education covers the instructional mission, the curriculum, the curriculum alignment, and recordkeeping. the mission, curriculum, curriculum alignment, and recordkeeping. Other contents include the expected student learning outcomes based on the core curriculum for supervisory management; a suggested curriculum model for supervisory management, with primary focus, for each week in the school year; and a list of cross-referenced instructional materials by competencies. (YLB)

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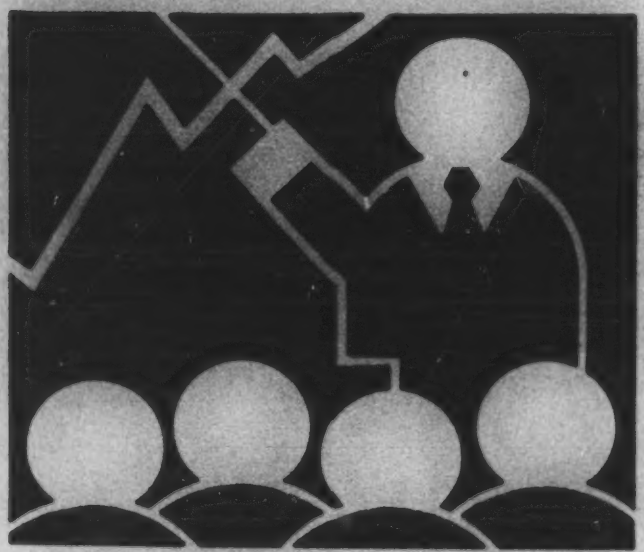
(SUPERVISORY) MANAGEMENT

Marketing Education Teacher's Resource Guide



Competency Listing
Expected Student Learning Outcomes
and
Cross-Referenced Instructional Materials by Competencies

Missouri Department of Elementary and Secondary Education
Division of Vocational and Adult Education
Marketing & Cooperative Education Section

University of Missouri-Columbia
Department of Practical Arts and Vocational-Technical Education
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COMPETENCY PROFILE DEVELOPMENT FOR THE (SUPERVISORY) MANAGEMENT CURRICULUM

Project Number: 91-133-110-7(B)

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1991 REVISIONS TO THE MISSOURI MARKETING EDUCATION CORE CURRICULUM (SUPERVISORY) MANAGEMENT

The Marketing and Cooperative Education section of the Division of Vocational and Adult Education, through a funded project with the Marketing Education program at the University of Missouri-Columbia, established a minimum core curriculum for "Management" as part of the Vocational Instructional Management System (VIMS) implementation in 1984. These were the minimum core competencies that should be utilized in this course in Marketing Education programs on the secondary level.

In order to insure that the secondary programs of Marketing Education are providing up-to-date instruction in the discipline of management, the core competencies were revalidated by marketing instructors and business/industry representatives and appropriate revisions and/or modifications made in the core competencies of the curriculum during the 1990-91 academic year. Revisions and modifications of the core competencies were reviewed by the Missouri Marketing Education Curriculum Team.

Revalidation Process

The following activities were undertaken as part of the revalidation process:

1. Each marketing instructor teaching a course in management completed a survey instrument utilizing a five-point likert scale for each core competency. The likert scale ranged from "very critical" to "not critical" for the assessment of each core competency in the current curriculum. In addition, each marketing instructor was asked to add any additional competencies which they deemed "critical" to the curriculum. Marketing instructors were also asked to indicate the titles of instructional resources that were utilized within the program.

2. Upon completion of the data gathering from the survey, the data was tabulated and presented to the Missouri Marketing Education Curriculum Team for their review. Utilizing the data provided, members of the team made revisions and/or modifications to the core competencies.

3. Following the revisions and/or modifications made by the Missouri Marketing Education Curriculum Team, the "revised" core curriculum was reviewed by a select group of business and industry representatives in marketing for their input and modification.

4. A second survey instrument, based on revisions by business and industry representatives, was completed by marketing instructors teaching a course in management.

5. Upon completion of the second survey, data was tabulated and a focus group was established. The purpose of the focus group was to review the "revised" core curriculum, solicit information concerning instructional resources for the purpose of cross-referencing, and to sort the competencies into topical headings under each major duty band.

6. Once the "revised" core competencies were determined, the project staff "cross-referenced" the core competencies with selected textbooks and resource materials. In addition, expected student learning outcomes were developed for major subdivisions of the core curriculum for Management.

7. The Missouri Marketing Education Curriculum Team conducted a final review of all materials for accuracy and useability and established the "revised" core curriculum for Management.

Revisions in the Core Curriculum

The following revisions were made in the Management Core Curriculum:

1. The core competencies were revised to reflect a supervisory level of management rather than a higher management level to more adequately reflect the level of employment of students completing Marketing Education programs.

2. Many of the competencies within the Management core curriculum were reworded and/or modified to provide greater depth in the teaching of the competencies and to reflect current marketing standards. In many instances, competencies were dropped from the listing, but the intent of the content of the competency was included within another competency.

3. Competency numbering schemes were maintained in order to assist those instructors utilizing computerized record keeping and to maintain cross listing of test questions, performance assessment techniques, and Instructional Management Plans provided to marketing instructors as part of the implementation of the Vocational Instructional Management System process.

(SUPERVISORY) MANAGEMENT

A. FUNCTIONS OF MANAGEMENT

A001 Justify the need for management
A002 Define management, managers and supervisors
A003 Distinguish between managerial and non-managerial activities
A004 Describe the roles of a supervisory manager
A005 Differentiate between the roles and responsibilities to top executives and those of lower-level managers

B. STUDY OF MANAGEMENT

B001 Translate given management activities into defined functions
B002 Differentiate between the various types of supervision

C. PLANNING

C001 Define planning and control
C002 Identify the steps in the planning process
C003 Identify the types of plans
C004 Describe the kind of information in each type of plan
C005 Differentiate between long-term and short-term planning
C006 Define Management by Objectives (MBO)
C007 Distinguish between the different management level's planning processes

D. DECISION MAKING

D001 Propose methods for specifying desired actions in measurable terms and follow-up
D002 Describe the types of supervisory decisions
D003 Describe the steps of general decision-making process

E. CONTROLLING

E001 Judge the adequacy of given standards for use in control
E002 Propose specific actions to correct deviations detected through control
E003 Recognize the importance of delegation
E004 Discuss the principles of relevant to effective delegation
E005 Define the unity of control principle
E006 Justify the importance of accountability
E007 Define the principles of unity of command and span of control
E008 Describe the three types of authority found in organizations

F. ORGANIZING

G001 Utilize a systematic approach to choose among candidates for a specific position
G002 Develop and evaluate an appraisal procedure for a simple organization
G003 Determine when training and development are needed in an organization
G004 Create a program for training individuals for future positions
G005 Describe the responsibilities for selecting, training and appraising employees
G006 Identify how to plan personnel needs and how to find employees for specific positions
G007 Orient employees and issues instructions in a manner required of the organization and personal characteristics of subordinates.
G008 Describe employee performance appraisal methods
G009 Describe the possible effects of evaluation on employee moral
G010 Define the role of supervisory management in departmental decisions involving employee wage increases, variable pay plans and supplementary benefits

H. DIRECTING

H001 Interpret the roles of different types of authority and influence in a specific management situation
H002 Identify steps for avoiding difficulties resulting from delegation

I. COMMUNICATIONS

I001 Analyze the effects of obstacles to communication in given interactions
I002 Appraise managerial communication practices
I003 Apply guidelines to improve managerial communication practices
I004 Analyze the types of supervisory communication
I005 Define the term communications
I006 Evaluate the components of the supervisory communication process model
I007 Recognize the existence of conflict and propose approaches to its resolution in specific cases

J. MOTIVATION

J001 Develop a motivational program for an organization
J002 Describe the supervisor's role in assisting employees achieve satisfaction of their needs
J003 Recognize the relationship between money, motivation and the expectancy theory
J004 Identify the types of rewards individuals seek at work
J005 Relate rewards to individuals' performance and choices in specific situations
J006 Describe the effects of a "job rotation" strategy
J007 Describe the use and effects of "job enlargement"
J008 Describe the use and effects of "job enrichment"
J009 Describe the motivational effects of "participative management"
J010 Determine how to inspire self-confidence, develop individuals, and increase productivity of an organization
J011 Identify the conditions for effective team building

K. LEADERSHIP

K001 Compare and contrast the different models of leadership behavior
K002 Identify the factors in a given management situation that influence the choice of a leadership style
K003 Define McGregor's "Theories X" and "Y"
K004 Identify the advantages and disadvantages of "Theories X" and "Y"
K005 Describe how "Theory Z" can be used as a motivational tool
K006 Define discipline
K007 List the steps of progressive discipline
K008 Describe the supervisor's disciplinary role
K009 Identify how supervisory control works
K010 Describe how preventive control works
K011 Identify ways in which a supervisor may effectively function with higher level management

L. GOVERNMENT REGULATION

L001 Identify federal, state, and local government regulations with which supervisory management should be familiar

M. INFORMATION SYSTEMS AND MANAGEMENT

M001 Differentiate between data processing and management information systems
M002 Analyze the types of data and reports from basic software packages utilized by supervisory managers (i.e. word processing, data-base management systems, and electronic spreadsheets)

COMPETENCY BASED MARKETING EDUCATION

Marketing Education represents a body of instruction focused on marketing, including merchandising and management. It includes multiple instructional programs to meet the education and training needs of youth and adults who have employment or self-employment goals in marketing or have employment goals in another career field and wish to acquire marketing competencies as part of their preparation.

Mission

The mission of marketing education is to develop competent workers in and for the major occupational areas within marketing; assist in the improvement of marketing practices; and build understanding of the range of social and economic responsibilities that accompany the right to engage in marketing in a free enterprise system.

Nature of Marketing

Marketing consists of those activities that make products and services readily available to consumers and businesses. Essentially, marketing is the bridge between production, including the creation of services and ideas, and consumption. Most of these activities are performed by retailers, wholesalers, and businesses providing services. Marketing occupations, however, are found in all types of for-profit business, including those that manufacture products, as well as in not-for-profit organizations.

Curriculum

In broad terms, successful workers in marketing are skilled in the functions of marketing; know how to relate to people; are computer literate and able communicators; reflect a positive work ethic; draw on all of their educational achievements; know their product or service area; and apply economic understandings in a private enterprise system and international commerce.

Based on these desirable competencies for initial employment and upward mobility, the Missouri Marketing Education curriculum framework for instructional content in (Supervisory) Management is as follows:

*Functions of Management
*Study of Management
*Planning
*Decision Making
*Controlling
*Staffing
*Directing
*Communications
*Motivation
*Leadership
*Government Regulation
*Information Systems and Management

Competency Based Instruction

Briefly stated, competencies (objectives), competency-referenced instruction (curriculum content), and competency-referenced assessment (testing/evaluation) are matched or made congruent. The assessment samples the student learning and does not measure anything other than the stated objectives of the program. Students have the opportunity to learn what they are expected to learn and teachers have test data to determine learning.

Curriculum Alignment

The process of proper curriculum alignment involves describing the ends of the Marketing Education program (knowledge, skills, attitudes). Instructional materials, procedures, and activities are then referenced to the learning outcomes. A regular, reliable assessment of learning with respect to expected outcomes is also necessary.

In practical terms, "we should teach students what we expect them to learn, and we should only test students on what they have had an opportunity to learn." This model implies that objectives are derived first; then, instructional resources are outlined for each objective; last, in the sequence, but prior to the beginning of instruction, assessment instruments are constructed to measure the exact objectives outlined and not others.

Objectives. In the rational decision-making model, the objectives are written prior to selection of curriculum materials, instructional methods, and methods of assessment. It is generally recommended that three elements or components be included in a performance (instructional/behavioral) objective:

1. the behavior expected of the student
2. the conditions under which the behavior is to be demonstrated
3. the degree of mastery required.

Textbooks. (Instructional Resources). In the curriculum alignment model, the curriculum content is the middle element, chosen to facilitate the objectives. Practically, the curriculum content is equivalent to the textbook but, since the textbooks are composed by different writers, a match does not always exist. In this case, the teacher has to try to align textbook content with stated objectives and tests.

Testing. The curriculum alignment model assumes a competency-referenced test that is referenced to the identified explicit objectives of the instructional program in marketing. Competency-referenced tests measure each student's achievement against an absolute standard of accomplishment rather than a relative ranking against peers as the norm-referenced test does. If the competency-referenced test is tailor-made to evaluate student progress on specific objectives, after outcomes-referenced teaching, a viable curriculum can exist.

Evaluation. There are four steps associated with evaluation:

Step 1: **Administrating a competency (criterion) test.** This may involve a demonstration of a hands-on skill or the taking of a paper-and-pencil test.

Step 2: **Scoring the test.** This requires an assessment of the students' attempts to demonstrate mastery (or competency attainment). This phase of evaluation consists of tallying up the correct responses or scoring student performance and assigning a score based on a rating scale set up for the specific competency which has been observed.

Step 3: **Assessing the results.** This is the instructor's evaluation of student performance with respect to the overall objectives and relative student progress.

Step 4: **Recording student achievement.** This generally refers to a tabulation of the results of the evaluation on a form which can be used as a record of student competency attainment.

Record Keeping (Reporting System). The effective management of an instructional system depends on an accurate record of student performance. Various systems are available for use by the marketing instructor: student profile records, Comp VIMS microcomputer system, mini VAMS system and the VAMS system. A reporting system must be developed to document student outcome measures.

(SUPERVISORY) MANAGEMENT

EXPECTED STUDENT LEARNING OUTCOMES BASED ON THE CORE CURRICULUM FOR (SUPERVISORY) MANAGEMENT

Upon completion of the course, (Supervisory) Management, the student will be able to:

Functions of Management

analyze the levels and responsibilities of management

Study of Management

identify the functions of management activities
analyze the types of supervision

Planning

recognize the components of the planning process
define management by objectives

Decision Making

identify employer reward techniques
develop decision-making abilities

Organizing

develop organizational charts
identify specific methods of departmentalization
recognize the importance of supervisory objectives
identify the organizing functions of management

Staffing

utilize systematic employee selection processes
apply appraisal techniques and procedures
develop an appropriate training program for an organization
describe (supervisory) manager's role in staffing decisions

Directing

distinguishing between different types of authority
identify the components of delegation

Communications

analyze the components of managerial communication
apply conflict resolution approaches in given situations

Motivation

develop and evaluate a motivational program
recognize management's role in assisting employees in goal achievement
differentiate between various motivational techniques

Leadership

recognize and differentiate between various models of leadership
identify leadership styles
identify the supervisor's role in discipline of employees
identify the leadership role of management in preventive control measures

Government Regulation

identify government regulations that apply to business

Information Systems and Management

analyze data provided by basic software packages

SUGGESTED CURRICULUM MODEL FOR (SUPERVISORY) MANAGEMENT

	Week	Primary Focus
September	1	Orientation
	2	FC: Analyze the Levels and Responsibilities of Management (A001, A002, A003, A004, A005)
	3	(continued)
	4	SM: Identify the Functions of Management Activities (B001)
October	5	SM: Analyze the Types of Supervision (B002)
	6	OR: Identify the Organizing Functions of Management (F004, F006)
	7	OR: Recognize the Importance of Supervisory Objectives (F003)
	8	OR: Identify Specific Methods of Departmentalization (F002)
November	9	OR: Develop Organizational Charts (F001, F005)
	10	CO: Analyze the Components of Managerial Communication (I001, I002, I003, I004, I005, I006)
	11	(continued)
	12	CO: Apply Conflict Resolution Approaches in Given Situations (I007)
December	13	ST: Utilize Systematic Employee Selection Processes (G001, G006)
	14	ST: Describe the (Supervisory) Manager's Role in Staffing Decisions (G010)
	15	(continued)
	16	ST: Apply Appraisal Techniques and Procedures (G002, G008, G009)

	Week	Primary Focus
January	17	ST: Develop an Appropriate Training Program for an Organization (G003, G004, G005, G007)
	18	(continued)
END OF FALL SEMESTER		
February	19	DI: Distinguish Between the Different Types of Authority (H001)
	20	DI: Identify the Components of Delegation (H002)
	21	MO: Differentiate Between Various Motivational Techniques (J003, J006, J007, J008, J009, J011)
	22	(continued)
March	23	MO: Recognize Management's Role in Assisting Employees in Goal Achievement (J002)
	24	MO: Develop and Evaluate a Motivational Program (J001, J004, J005, J010)
	25	LE: Recognize and Differentiate Between Various Models of Leadership (K001, K003, K004, K005, K011)
	26	(continued)
April	27	LE: Identify the Supervisor's Role in Discipline of Employees (K006, K007, K008)
	28	LE: Identify Leadership Styles (K002)
	29	LE: Identify the Leadership Role of Management in Preventive Control Measures (K009, K010)
	30	CN: Compare and Contrast the Components of Control (E001, E002, E005, E007, E008)
May	31	CN: Analyze the Principles of Delegation (E003, E004)
	32	CN: Analyze Supervisory Accountability (E006)

	Week	Primary Focus
	33	DM: Identify Employer Reward Techniques (D001)
	34	DM: Develop Decision Making Abilities (D002, D003)
June	35	GR: Identify Government Regulations that Apply to Businesses (L001)
	36	ISM: Analyze Data Provided by Basic Software Packages (M001, M002)

END OF SPRING SEMESTER

(SUPERVISORY) MANAGEMENT

Functions of Management

Expected Student Learning Outcome: ANALYZE THE LEVELS AND RESPONSIBILITIES OF MANAGEMENT

(Resources: Super. Mgt.-Chap. 1; Supervision-Chap. 2; Intro.-Chap. 1 & 22; Business-Chap. 3 & 23)

A001: Justify the need for management
A002: Define management, managers, and supervisors
A003: Distinguish between managerial and non-managerial activities
A004: Describe the roles of a (supervisory) manager
A005: Differentiate between the roles and responsibilities of top executives and those of lower-level managers.

Study of Management

Expected Student Learning Outcome: IDENTIFY THE FUNCTIONS OF MANAGEMENT ACTIVITIES

(Resources: Super. Mgt.-Chap. 1; Supervision-Chap. 2; Intro.-Chap. 2)

B001: Translate given management activities into defined functions

Expected Student Learning Outcome: ANALYZE THE TYPES OF SUPERVISION

(Resources: Super. Mgt.-Chap. 1; Supervision-Chap. 2; Intro.-Chap. 2; Business-Chap. 23)

B002: Differentiate between the various types of supervision

Planning

Expected Student Learning Outcome: RECOGNIZE THE COMPONENTS OF THE PLANNING PROCESS

(Resources: Super. Mgt.-Chap. 1 & 2; Supervision-Chap. 7 & 8; Intro.-Chap. 3; Business-Chap. 23)

C001: Define planning and control
C002: Identify the steps in the planning process
C003: Identify the types of plans
C004: Describe the kind of information in each type of plan
C005: Differentiate between long-term and short-term planning
C007: Distinguish between the different management level's planning processes

Expected Student Learning Outcome: DEFINE MANAGEMENT BY OBJECTIVES

(Resources: Super. Mgt.-Chap. 2; Supervision-Chap. 7; Intro.-Chap. 10)

C006: Define Management by Objectives (MBO)

Decision Making

Expected Student Learning Outcome: IDENTIFY EMPLOYER REWARD TECHNIQUES

(Resources: Supervision-Chap. 7 & 8; Intro.-Chap. 5; Business-Chap. 22 & 23)

D001: Propose methods for specifying desired actions in measurable terms and follow-up

Expected Student Learning Outcome: DEVELOP DECISION-MAKING ABILITIES

(Resources: Super.Mgt.-Chap.3; Supervision-Chap. 5; Intro.-Chap. 7 & 22; Business-Chap. 25)

D002: Describe the types of supervisory decisions
D003: Describe the steps of general decision-making process

Controlling

Expected Student Learning Outcome: COMPARE AND CONTRAST THE COMPONENTS OF CONTROL

(Resources: Super. Mgt.-Chap. 4 & 15; Supervision-Chap. 9 & 19; Intro.-Chap. 6; Business-Chap. 24 & 25)

E001: Judge the adequacy of given standards for use in control
E002: Propose specific actions to correct deviations detected through control
E005: Define the unity of control principle
E007: Define the principles of unity of command and span of control
E008: Describe the three types of authority found in organizations

Expected Student Learning Outcome: ANALYZE THE PRINCIPLES OF DELEGATION

(Resources: Super. Mgt.-Chap. 5; Supervision-Chap. 3; Intro.-Chap. 10)

E003: Recognize the importance of delegation
E004: Discuss the principles relevant to effective delegation

Expected Student Learning Outcome: ANALYZE SUPERVISORY ACCOUNTABILITY

(Resources: Super. Mgt.-Chap. 5; Supervision-Chap. 12)

E006: Justify the importance of accountability

Organizing

Expected Student Learning Outcome: DEVELOP ORGANIZATIONAL CHARTS

(Resources: Super. Mgt.-Chap. 4; Supervision-Chap. 9; Intro.-Chap. 7; Business-Chap. 24)

F001: Develop an organizational chart to illustrate formal relationships
F005: Recognize the stages of organizational growth

Expected Student Learning Outcome: IDENTIFY SPECIFIC METHODS OF DEPARTMENTALIZATION

(Resources: Supervision-Chap. 9; Intro.-Chap. 9)

F002: Identify the methods of departmentalization that apply to a specific organizing situation

Expected Student Learning Outcome: RECOGNIZE THE IMPORTANCE OF SUPERVISORY OBJECTIVES

(Resources: Super. Mgt.-Chap. 2; Supervision-Chap. 7; Intro.-Chap. 22; Business-Chap. 22)

F003: Analyze the importance of objectives in supervisory management

Expected Student Learning Outcome: IDENTIFY THE ORGANIZING FUNCTIONS OF MANAGEMENT

(Resources: Super. Mgt.-Chap. 4; Supervision-Chap. 9 & 10; Intro.-Chap. 21 & 22; Business-Chap. 24)

F004: Identify the fundamentals of supervisory organization
F006: Compare and contrast the difference between line and staff

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Staffing

Expected Student Learning Outcome: UTILIZE SYSTEMATIC EMPLOYEE SELECTION PROCESSES

(Resources: Super. Mgt.-Chap. 10; Supervision-Chap. 1 & 12; Intro.-Chap. 9 & 15; Business-Chap. 20)

G001: Utilize a systematic approach to choose among candidates for a specific position
G006: Identify how to plan personnel needs and how to find employees for specific positions

Expected Student Learning Outcome: APPLY APPRAISAL TECHNIQUES AND PROCEDURES

(Resources: Super. Mgt.-Chap. 11; Supervision-Chap. 14 & 16; Intro.-Chap. 9 & 11; Business-Chap. 21)

G002: Develop and evaluate an appraisal procedure for a simple organization
G008: Describe employee performance appraisal methods
G009: Describe the possible effects of evaluation on employee morale

Expected Student Learning Outcome: DEVELOP AN APPROPRIATE TRAINING PROGRAM FOR AN ORGANIZATION

(Resources: Super. Mgt.-Chap. 10; Supervision-Chap. 13; Intro.-Chap. 9 & 22; Business-Chap. 20 & 21)

G003: Determine when training and development are needed in an organization
G004: Create a program for training individuals for future positions
G005: Describe the responsibilities for selecting, training, and appraising employees
G007: Orient employees and issues instructions in a manner required of the organization and personal characteristics of subordinates

Expected Student Learning Outcome: DESCRIBE THE SUPERVISORY MANAGER'S ROLE IN STAFFING DECISIONS

(Resources: Supervision-Chap. 14; Intro.-Chap. 9; Business-Chap. 21 & 22)

G010: Define the role of supervisory management in departmental decisions involving employee wage increases, variable pay plans, and supplementary benefits

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Directing

Expected Student Learning Outcome: DISTINGUISH BETWEEN THE DIFFERENT TYPES OF AUTHORITY

(Resources: Super. Mgt.-Chap. 4; Supervision-Chap. 9; Intro.-Chap. 10; Business-Chap. 24)

H001: Interpret the roles of different types of authority and influence in a specific management situation

Expected Student Learning Outcome: IDENTIFY THE COMPONENTS OF DELEGATION

(Resources: Super. Mgt.-Chap. 5; Supervision-Chap. 3; Intro.-Chap. 10)

H002: Identify steps for avoiding difficulties resulting from delegation

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Communications

Expected Student Learning Outcome: ANALYZE THE COMPONENTS OF MANAGERIAL COMMUNICATION

(Resources: Super. Mgt.-Chap. 6; Supervision-Chap. 6 & 17; Intro.-Chap. 12; Business-Chap. 19)

I001: Analyze the effects of obstacles to communication in given interactions
I002: Appraise managerial communication practices
I003: Apply guidelines to improve managerial communication practices
I004: Analyze the types of supervisory communication
I005: Define the term communications
I006: Evaluate the components of the supervisory communication process model

Expected Student Learning Outcome: APPLY CONFLICT RESOLUTION APPROACHES IN GIVEN SITUATIONS

(Resources: Intro.-Chap. 11; Business-Chap. 19)

I007: Recognize the existence of conflict and propose approaches to its resolution in specific cases

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Motivation

Expected Student Learning Outcome: DEVELOP AND EVALUATE A MOTIVATIONAL PROGRAM

(Resources: Super. Mgt.-Chap. 8 & 16; Supervision-Chap. 4; Intro.-Chap. 11, 13, & 22)

J001: Develop a motivational program for an organization
J004: Identify the types of rewards individuals seek at work
J005: Relate rewards to individuals' performance and choices in specific situations
J010: Determine how to inspire self-confidence, develop individuals, and increase productivity of an organization

Expected Student Learning Outcome: RECOGNIZE MANAGEMENT'S ROLE IN ASSISTING EMPLOYEES IN GOAL ACHIEVEMENT

(Resources: Super. Mgt.-Chap. 8; Supervision-Chap. 4; Intro.-Chap. 22)

J002: Describe the supervisor's role in assisting employees achieve satisfaction of their needs

Expected Student Learning Outcome: DIFFERENTIATE BETWEEN VARIOUS MOTIVATIONAL TECHNIQUES

(Resources: Super. Mgt.-Chap. 8 & 16; Supervision-Chap. 4 & 16; Intro.-Chap. 13 & 22; Business-Chap. 22)

J003: Recognize the relationship between money, motivation, and the expectancy theory
J006: Describe the effects of "job rotation" strategy
J007: Describe the use and effects of "job enlargement"
J008: Describe the use and effects of "job enrichment"
J009: Describe the motivational effects of "participative management"
J011: Identify the conditions for effective team building

Leadership

Expected Student Learning Outcome: RECOGNIZE AND DIFFERENTIATE BETWEEN VARIOUS MODELS OF LEADERSHIP

(Resources: Super. Mgt.-Chap. 9; Supervision-Chap. 4; Intro.-Chap. 11 & 14; Business-Chap. 23)

K001: Compare and contrast the different models of leadership behavior
K003: Define McGregor's "Theories X" and "Y"
K004: Identify the advantages and disadvantages of "Theories X" and "Y"
K005: Describe how "Theory Z" can be used as a motivational tool
K011: Identify ways in which a supervisor may effectively function with higher level management

Expected Student Learning Outcome: IDENTIFY LEADERSHIP STYLES

(Resources: Super. Mgt.-Chap. 9; Supervision-Chap. 4; Intro.-Chap. 11 & 14; Business-Chap. 23)

K002: Identify the factors in a given management situation that influence the choice of a leadership style

Expected Student Learning Outcome: IDENTIFY THE SUPERVISOR'S ROLE IN DISCIPLINE OF EMPLOYEES

(Resources: Super. Mgt.-Chap. 13; Supervision-Chap. 18; Business-Chap. 23)

K006: Define discipline
K007: List the steps of progressive discipline
K008: Describe the supervisor's disciplinary role

Expected Student Learning Outcome: IDENTIFY THE LEADERSHIP ROLE OF MANAGEMENT IN PREVENTIVE CONTROL MEASURES

(Resources: Super. Mgt.-Chap. 15; Supervision-Chap. 19; Intro.-Chap. 22)

K009: Identify how supervisory control works
K010: Describe how preventive control works

Government Regulation

Expected Student Learning Outcome: IDENTIFY GOVERNMENT REGULATIONS THAT APPLY TO BUSINESSES

(Resources: Super. Mgt.-Chap. 10; Supervision-Chap. 1, 13, & 17; Intro.-Chap. 16)

L001: Identify federal, state, and local government regulations with which (supervisory) management should be familiar

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Information Systems and Management

Expected Student Learning Outcome: ANALYZE DATA PROVIDED BY BASIC SOFTWARE PACKAGES

(Resources: Super. Mgt.-Chap. 17; Intro.-Chap. 24; Business-Chap. 18)

M001: Differentiate between data processing and management information systems
M002: Analyze the type of data and reports from basic software packages utilized by supervisory managers (i.e. word processing, data-base management systems, and electronic spreadsheets)

SUGGESTED RESOURCE LIST

BUSINESS PRINCIPLES AND MANAGEMENT by Kenneth E. Everard and Jim Burrow. South-Western Publishing Company, 1990.

INTRODUCTION TO MANAGEMENT PRACTICE by Ronald S. Burke and Lester R. Bittel. McGraw-Hill Book Company, 1981.

SUPERVISION-CONCEPTS AND PRACTICES OF MANAGEMENT by Raymond L. Hilgert and Theo Haimann. South-Western Publishing Company, 1991.

SUPERVISORY MANAGEMENT by Donald C. Mosley, Leon C. Megginson, and Paul H. Pietri. South-Western Publishing Company, 1989.